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AUTHOR Duque, Diana L.
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ABSTRACT

Harmony in Career Learning and Scholastic System (Project HI-CLASS) was a Transitional Bilingual Education Title VII-funded program in its fifth and final year in 1992-93. The project offered instructional and support services to 641 students of limited English proficiency (LEP) at three sites, all of which had many immigrant students, in Manhattan and Queens (New York). Project HI-CLASS provided individualized instruction focusing on basic skills, career development, and preoccupational training, with instruction in English as a second language (ESL) and native language arts. Bilingual instruction was offered for content areas. A summer program for remediation, staff development, ESL and high school equivalency classes for parents, and a Parent Advisory Committee were additional program components. The program met many of its objectives, but it did not meet some objectives with regard to ESL, native language arts, and some content areas. The project director reported that the instructional objectives were unreasonably high, and because the program was in its final year no recommendations were made. Eleven tables present evaluation findings. Three appendixes describe instructional materials and schedules and present evaluation questionnaires. (SLD)

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ED 371 076

OREA Report

Harmony in Career Learning and Scholastic System
(Project HI-CLASS)
Transitional Bilingual Education Grant T003A80262
FINAL EVALUATION REPORT
1992-93

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Harmony in Career Learning and Scholastic System
(Project HI-CLASS)
Transitional Bilingual Education Grant T003A80262
FINAL EVALUATION REPORT
1992-93

Mr. Paul Wong, Project Director
1171 65th Street, Room 505
Brooklyn, NY 11219
(718) 236-3427

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EXECUTIVE SUMMARY

Harmony in Career Learning and Scholastic System (Project HI-CLASS) was a Transitional Bilingual Education Title VII-funded program in its fifth and final year in 1992-93. The project offered instructional and support services to students of limited English proficiency (LEP) at three sites, all of which had a continuing influx of immigrants. LEP status was determined by a score at or below the 40th percentile on the language assessment battery (LAB).

The project functioned at Liberty and Lower East Side Preparatory High Schools in Manhattan and Richmond Hill High School in Queens. Project HI-CLASS served a total of 641 students, an increase of 82 students over the previous year.

Project HI-CLASS provided students with individualized instruction focusing on basic skills, career development, and pre-occupational training. Services included instruction in English as a second language (E.S.L.) and native language arts (N.L.A.). Bilingual instruction was offered for content area subjects. As part of programming, students published a bilingual newsletter at each project site. The project offered students school tutoring, cultural enrichment activities, and a five-week summer institute for academic remediation.

Staff development included workshops on topics such as cultural sensitivity, student background, and family involvement. Tuition assistance for continuing education was provided on a limited basis.

A parental component offered E.S.L. and high school equivalency classes. Some of the project students' parents participated in the bilingual parents' advisory committee (BPAC).

Project HI-CLASS met its objectives for educational field trips, dropout prevention, career development, career conferences, attitude toward heritage, attitude toward school, staff awareness, and parental involvement. The project met its content area objective only at Liberty High School. The attendance objective was met only at Lower East Side Preparatory High School. The project failed to meet its objectives for E.S.L., N.L.A., content areas at Lower East Side and Richmond Hill High Schools, staff development, and attendance.

The project director reported that the instructional objectives for this final year of the project were unrealistically high and could not be met.

Project HI-CLASS was in its last year of funding; therefore, OREA did not make any recommendations to the project.

ACKNOWLEDGMENTS

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Additional copies of this report are available from:

Dr. Tomi Deutsch Berney
Office of Educational Research
Board of Education of the City of New York
110 Livingston Street, Room 732
Brooklyn, NY 11201
(718) 935-3790 FAX (718) 935-5490

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Transitional Bilingual Education Title VII project, Harmony in Career Learning and Scholastic System (Project HI-CLASS) for 1992-93. The project was in its fifth and final year.

PROJECT CONTEXT

The project operated at Liberty, Lower East Side Preparatory, and Richmond Hill High Schools to meet the needs of the continuing influx of immigrants into their communities. Liberty High School is an alternative high school that admits only those students who are recent immigrants, who have had no previous education in the United States. No demographic data were available on the school's population.

The student population at Lower East Side Preparatory High School was 66 percent Asian-American, 17 percent African-American, and 17 percent Latino. Almost three-quarters (71.9 percent) of the students were of limited English proficiency (LEP). The percentage of students eligible for the free-lunch program (and therefore considered to be from low-income households) was 83.4.

The Richmond Hill High School student body was Latino (39 percent), European-American (24 percent), Asian-American (23 percent), and African-American (14 percent). Twelve percent of the students were LEP, and 34.3 percent came from low-income households.

STUDENT CHARACTERISTICS

Project HI-CLASS served a total of 641 Spanish- and Chinese-speaking students in ninth through twelfth grade. (See Table 1.)

TABLE 1

Students in Project HI-CLASS, by Site and Grade

High School	09	10	11	12	Total
Liberty	149	150	6	--	305
Lower East Side Prep	1	28	20	52	101
Richmond Hill	69	78	58	30	235
Total	219	256	84	82	641

Male students numbered 325 (50.7 percent) and female 316 (49.3 percent). Students where native speakers of Spanish (435 or 67.9 percent); Mandarin (86 or 13.4 percent); Cantonese (116 or 18.1 percent); and Russian (4 or 0.6 percent). Most came from countries in political conflict and had not received a stable education. About 90 percent lacked literacy skills in their native language when they entered the project. The students admitted into Project HI-CLASS were of limited English proficiency (LEP), as determined by scores at or below the 40th percentile on the Language Assessment Battery (LAB). Admission was also based on personal interviews with students and parents, evaluation of transcripts, and teacher and counselor recommendation. Liberty High School used a school-designed native language literacy test, which assessed dictation, writing, and reading skills.

A large number of students held after-school jobs to supplement family income. Others had to care for younger siblings and perform household chores while their parents were working. Of the participating students, 15.9 percent came from low-income families and were eligible for the free lunch program.

The majority (37.9 percent) of the participating students were born in the Dominican Republic. The next largest group (24.5 percent) were from China. For countries of origin see Table 2.

Needs Assessment

Before instituting programming, the project assessed the needs of the target population and the staff who were to serve them. This revealed that there was a growing population of low-income Asian and Latino immigrant families in lower Manhattan and Queens who urgently needed to learn basic English skills. It was also determined that this project needed to inculcate pride in students' native cultures and their new country. Parents of participants also needed encouragement to increase their participation in their children's education.

TABLE 2

Students' Countries of Origin

Countries of Origin	Number of Students
Dominican Republic	243
China	157
Ecuador	50
Burma	33
El Salvador	24
Colombia	22
Puerto Rico	19
Spain	19
Guatemala	13
Honduras	13
Venezuela	11
Peru	8
Mexico	6
Russia	4
United States	4
Nicaragua	3
Bolivia	2
Unreported	10
Total	641

PROJECT OBJECTIVES

The following are the stated objectives for the final year of the project.

Student

- Seventy-five percent of project students will demonstrate an appropriate increase in English language proficiency.
- All (100 percent) of the Chinese-speaking participants will demonstrate a significant increase in Chinese language achievement.
- All (100 percent) of the Spanish-speaking students will demonstrate a significant increase in Spanish language achievement.
- All (100 percent) of program students will score at or above the 65 percent passing criterion in the content area subjects, social studies, math, and science.
- Seventy-five percent of program students will demonstrate an improvement in attitude toward their heritage.
- Seventy-five percent of program students will demonstrate an improvement in attitude toward school.
- Program students will have a significantly lower dropout rate than similar non-program students.
- Participating students' attendance will be significantly higher than that of mainstream students.

Staff Development

- Ninety percent of program staff will enroll in at least one university course each semester.
- Eighty percent of program staff will demonstrate an increase in awareness of pupil needs and problems by at least one scale point on a five-point scale of pupil needs.

Parental Involvement

- The proportion of program students' parents who participate in Open-School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

Cultural Enrichment

- The program will organize at least two field trips for the program students at the three school sites to historical museums, United Nations, White House, etc., to increase their familiarity with American culture.

Career Development

- All graduating students will meet with the bilingual career specialist for advisement at least three times during the school year.

- The program will organize at least one conference for students in which representatives from business and industry will present information on career options and skill requirements.

PROJECT IMPLEMENTATION

In this, its last year, Project HI-CLASS provided 641 Spanish- and Chinese-speaking students with instructional and support services. Programming included individualized instruction in English as a second language (E.S.L.), native language arts (N.L.A.), and content area subjects taught bilingually. Cultural enrichment was a major component and participants were exposed to many aspects of American culture as well as their native culture through field trips and conferences. The project also provided career advisement and counseling services to students and their families. The parental component provided E.S.L. and high school equivalency classes for parents and older siblings of project students. The project instituted a

bilingual parents' advisory committee (BPAC) which met once a month during the school year.

Staff development workshops covered a wide variety of topics, such as teaching E.S.L. methodologies, being an effective bilingual teacher, and increasing awareness of LEP students' needs and problems. The project reimbursed a limited number of staff members for enrollment in university level courses.

Materials, Methods, and Techniques

Literacy instruction was provided in E.S.L. at the transitional level and in N.L.A. on literacy to advanced placement levels. Students received instruction primarily in their native language at the beginning of the school year, and were introduced to English as the school year advanced.

Student placement was determined in a variety of ways: a diagnostic taxonomy determined placement in N.L.A., and LAB scores determined placement in E.S.L. classes. Liberty High School used a school-developed placement exam which included dictation, oral reading, and composition.

Instructional strategies used in E.S.L. and N.L.A. were mostly teacher-directed, but interdisciplinary cooperative learning and hands-on activities were also used. The project focused on basic literacy skills as well as oral and written expression. Group teaching and peer tutoring were used. Computers and software supplemented instruction, as did audiovisual equipment. Other activities to increase the students' language acquisition consisted of letter- and essay-writing contests, debates, and group discussions.

The project director reported that content area teachers varied the amount of English used in the classroom according to the textbook available: whenever a textbook in the students' native language was available, the teacher used more English for explication and instruction.

Project HI-CLASS introduced project students to American culture by conducting trips to cultural and historical landmarks. The project also stressed the importance of multicultural awareness.

Project staff developed and translated a number of materials into the native language of the participating students. Project students and staff at each of the three sites developed a monthly newsletter.

For a list of instructional materials used in the project, please see Appendix A

Capacity Building

The cost of a bilingual coordinator and bilingual paraprofessional at each of the sites will be assumed by tax levy and Pupils with Compensatory and Educational Needs (P.C.E.N.) funds. Other costs will be assumed by each site.

Staff Qualifications

Title VII staff. Title VII funded the project director, two resource teachers, two paraprofessionals, and one educational assistant; it partly funded two bilingual coordinators. (For a description of their degrees and language competencies, see Table 3.) The project director, one resource teacher, both bilingual coordinators, and two educational assistants spoke Chinese. The other resource teacher and

educational assistant spoke Spanish. All were either teaching proficient or communicative proficient* in Spanish and Chinese (Mandarin or Cantonese).

TABLE 3

Title VII Project Staff Qualifications

Position Title	Degree(s)	Language Competence
Project Director	M.A.	Chinese (TP)
Resource Teacher	M.A.	Spanish (TP)
Resource Teacher	M.A.	Chinese (TP)
Bil. Coordinator (partial)	M.A.	Chinese (TP)
Bil. Coordinator (partial)	M.A.	Chinese (TP)
Ed. Assistant	B.S.	Spanish (CP)
Ed. Assistant	H.S. diploma	Chinese (CP)
Ed. Assistant	H.S. diploma	Chinese (CP)

The project director's responsibilities included the development, administration implementation, and coordination of Project HI-CLASS. The director was also responsible for staff selection and training and providing evaluation data.

The resource specialists and the bilingual coordinators were responsible for project site supervision and the development and implementation of instructional activities. They also assisted with the provision of in-service teacher training, planned activities for project parents and students, and selected instructional materials

*Teaching proficiency (TP) is defined as the ability to use LEP students' native language in teaching language arts or other academic subjects. Communicative proficiency (CP) is defined as a non-native speaker's basic ability to communicate and interact with students in their native language.

The educational assistants aided the resource specialists in all aspects of the program implementation. They provided one-on-one and group tutoring, assisted teachers in the classroom, and assisted in the planning of all project trips and events for students, staff, and parents.

Other staff. Tax-levy funds paid the salaries of 43 teachers, two assistant principals, one counselor, two educational assistants, and one E.S.L. supervisor All of them provided instructional and support services to project students. All had certification in the areas they taught. For a description of their degrees, certifications, and language competencies, see Table 4.

TABLE 4

Qualifications of Other Project Staff

Position Title	Degree(s)	Certificate(s)/ License(s)	Language Competence
43 Teachers 1 Counselor 2 Asst. Principals 2 Ed. Assistants 1 E.S.L. Supervisor	40 M.A. 7 B.A. 2 H.S.	11 Spanish 10 E.S.L. 9 Mathematics 9 Social Studies 2 Science 2 English 1 Asst. Principal 1 Counseling	27 Spanish (TP) 18 Chinese (TP) 4 Unreported

Staff Development

The project director reported that since this was the last year of Title VII funding, there had not been much money left for tuition assistance to staff. Two staff

members, however, were reimbursed for university courses leading to graduate degrees.

Project HI-CLASS offered a series of staff development workshops and conferences for the project staff. Most of the topics covered were related to E.S.L. education, including transition from bilingual to E.S.L. classes. Ethnic awareness, multiculturalism, and alternative teaching methods were also covered. All project staff attended these workshops as well as monthly faculty conferences.

Instructional Time Spent on Particular Tasks

See Appendix B for examples of class schedules.

Length of Time Participants Received Instruction

Participating students had a mean of 7.5 years (standard deviation [s.d.]=1.7) of education in a non-English-speaking school system and 2.2 years (s.d.=1.5) of education in the United States. The median time students participated in Project HI-CLASS was 10 months.

Activities to Improve Pre-Referral Evaluation Procedures for Exceptional Children

Students who were thought to be in need of special education services were referred by teachers to the School-Based Support Team (S.B.S.T.) for evaluation, after discussions with parents and receiving their permission. At all three sites, members of the S.B.S.T. were proficient in either Spanish or Chinese. Liberty High School offered the services of a speech therapist. This site was also wheelchair-accessible.

Gifted and talented students were identified by teacher and counselor judgment and class performance.

Instructional Services for Students with Special Needs

Project HI-CLASS offered tutoring, including peer tutoring, before and during school hours to those students who were in need of extra help or who were having difficulty in classes. The bilingual paraprofessionals present in the classrooms also paid special attention to those students in need of assistance.

Students who were identified as gifted and talented were placed in advanced or mainstream classes. They were also asked to lead peer-tutoring sessions to help other students.

PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES

Project HI-CLASS staff held conferences with the parents in the evening to accommodate those with jobs. There was also contact with parents through letters and telephone calls.

The project set up a bilingual parent advisory committee (BPAC) for project students' parents only. The committee met once a month to discuss relevant topics and events. The BPAC scheduled parent chaperons to accompany project students on trips and took an active role in setting up and attending extracurricular activities.

Project HI-CLASS published a monthly bilingual newsletter to inform parents of upcoming events and other items relevant to the project.

II. EVALUATION METHODOLOGY

EVALUATION DESIGN

Project Group's Educational Progress as Compared to That of an Appropriate Non-Project Group

OREA used a gap reduction design to evaluate the effect of language instruction on project students' performance on standardized tests. Because of the difficulty in finding a valid comparison group, OREA used instead the groups on which the tests were normed. Test scores are reported in Normal Curve Equivalents (N.C.E.s), which are normalized standard scores with a mean of 50 and a standard deviation of 21.1. It is assumed that the norm group has a zero gain in N.C.E.s in the absence of supplementary instruction and that participating students' gains are attributable to project services.

Applicability of Conclusions to All Persons Served by Project

Data were collected from all participating students for whom there were pre- and posttest scores. (There were no pretest data on students who entered the program late; therefore, posttest data for them will serve as pretest data for the following year.) Instruments used to measure educational progress were appropriate for the students involved. The LAB is used throughout New York City to assess the growth of English skills in populations similar to those served by Project HI-CLASS.

INSTRUMENTS OF MEASUREMENT

OREA compared pre- and posttest scores on the LAB to assess the E.S.L. objective and final course grades for the N.L.A. objective. The content area objective in mathematics, science, and social studies was assessed through course grades, as specified.

All students were tested at the appropriate grade level. The language of the LAB was determined by the test itself.

According to the publishers' test manuals, all standardized tests used to gauge project students' progress are valid and reliable. Evidence supporting both content and construct validity is available for the LAB. Content validity is confirmed by an item-objective match and includes grade-by-grade item difficulties, correlations between subtests, and the relationship between the performance of students who are native speakers of English and students who are LEP. To support reliability, the Kuder-Richardson Formula 20 (KR20) coefficients and standard errors of measurement (SEM) are reported by grade and by form for each subtest and total test. Grade reliability coefficients, based on the performance of LEP students on the English version, ranged from .88 to .96 for individual subtests and from .95 to .98 for the total test.

To assess the growth of cultural pride, OREA developed a Likert-type questionnaire which project personnel administered to all participating students (See Appendix C).

To assess the objectives for the ongoing education of teachers, the project director provided information to OREA on course completion. OREA also developed and distributed a Likert-type evaluation questionnaire for teachers to rate their increase in awareness of pupil needs and problems. (See Appendix C.)

In order to assess the parental involvement objectives, the project director provided information on project and mainstream parents' attendance at Open-School Day/Evening.

DATA COLLECTION AND ANALYSIS

Data Collection

To gather qualitative data, an OREA evaluation consultant carried out on-site and telephone interviews with the project director several times during the school year and also observed two classes on each of two visits. The project evaluator collected the data and prepared the final evaluation report in accordance with the New York State E.S.E.A. Title VII Bilingual Education Final Evaluation Report format, which was adapted from a checklist developed by the staff of the Evaluation Assistance Center (EAC) East in consultation with the Office of Bilingual Education and Minority Language Affairs (OBEMLA).

Proper Administration of Instruments

Qualified personnel received training in testing procedures and administered the tests. Test administrators followed guidelines set forth in the manuals accompanying standardized tests. Time limits for subtests were adhered to; directions were given exactly as presented in the manual.

Testing at Twelve-Month Intervals

Standardized tests were given at 12-month intervals, following published norming dates.

Data Analysis

Accurate scoring and transcription of results. Scoring, score conversions, and data processing were accomplished electronically by the Scan Center of the Board of Education of the City of New York. Data provided by the Scan Center were analyzed in the Bilingual, Multicultural, and Early Childhood Evaluation Unit of OREA. Data collectors, processors, and analysts were unbiased and had no vested interest in the success of the project.

Use of analyses and reporting procedures appropriate for obtained data. To assess the significance of students' achievement in English, OREA computed a correlated *t*-test on the LAB N.C.E. scores. The *t*-test determined whether the difference between the pre- and posttest scores was significantly greater than would be expected from chance variation alone.

The only possible threat to the validity of any of the above instruments might be that LAB norms were based on the performance of English proficient (EP) rather than LEP students. Since OREA was examining gains, however, this threat was inconsequential—the choice of norming groups should not affect the existence of gains.

III. FINDINGS

PARTICIPANTS' EDUCATIONAL PROGRESS

Project HI-CLASS carried out all instructional activities specified in its original design.

Participants' Progress in English

Project HI-CLASS provided E.S.L. instruction to participating students at all levels according to the students' needs at each site. For level of instruction and periods per week, please see Table 5.

TABLE 5

E.S.L. Proficiency Levels and Periods per Week, by Site

Proficiency Level	Liberty	Richmond Hill	Lower East Side Prep
Literacy	70/10 pds.	23/10 pds.	120/2 pds.
Beginning	50/10 pds.	53/10 pds.	60/15 pds.
Intermediate	55/10 pds.	151/10 pds.	50/10 pds.
Advanced	--	51/5 pds.	50/10 pds.
Transitional	--	61/5 pds.	--

The goal of the E.S.L. component of the project was to develop linguistic and communicative competence in English. Emphasis was placed on teacher-directed classes. Other techniques were cooperative learning, the audiolingual and natural approaches, peer-tutoring, and group teaching. Hands-on activities, using newspapers and magazines, were very successful.

Computer-assisted instruction (C.A.I.) was provided, using a variety of special software for E.S.L.: *Cloze Plus Program*, *Word Roulette*, *Grammar Mastery A-C* and *Sensible Speller*. For a list of other instructional materials used, please refer to Appendix A.

An OREA evaluation consultant observed a ninth grade literacy E.S.L. class at Lower East Side Prep High School. Eleven students were present. The class was held in the computer lab. There were 19 computers and 12 typewriters in the room The students were working with the computer program WordPerfect 5.1 to write stories in English. They were using a Chinese picture book as a guide.

The class was individually paced, with each student working alone on his or her story as the teacher walked around the room to help. The students were very supportive of each other. The communicative approach was evident, with emphasis placed on the development of interpersonal communication skills. The teacher communicated with the students in English, using the students' native language minimally. The students used mostly English. The class was a single period long not long enough to allow students to finish their work.

The evaluation objective for English as a second language was:

- Seventy-five percent of project students will demonstrate an appropriate increase in English language proficiency.

There were complete pre- and posttest scores on the LAB for 428 students from grades nine through twelve. Of those students, 47.7 percent showed an increase in English language proficiency. Mean gains for the students (4.8 N C E s) were statistically significant. (See Table 6.)

TABLE 6

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery (LAB)

High School	Total number of project students	Number of students for whom data were available	Pretest		Posttest		Difference		*t* value
			Mean	S.D.	Mean	S.D.	Mean	S.D.	
Liberty	305	179	2.3	4.2	5.0	7.4	2.7	5.8	6.13*
Lower East Side	101	76	5.5	7.8	7.1	8.8	1.6	5.5	2.46*
Richmond Hill	235	173	10.7	11.1	19.1	14.6	8.4	9.7	11.48*
Total	641	428	6.3	9.1	11.1	12.9	4.8	8.1	12.20*

*$p < .05$

- Project participants at all sites made significant gains on the LAB.

The project did not meet its objective for English as a Second Language. This objective was not met in the previous year either.

Participants' Progress in Native Language Arts

Project HI-CLASS provided students with N.L.A. instruction according to their individual levels of literacy. The project reinforced native language skills and provided both basic literacy and advanced instruction in speech, reading, and writing. For N.L.A. proficiency levels and periods per week of instruction, please see Table 7.

TABLE 7

N.L.A. Proficiency Levels and Periods per Week, by Site

Proficiency Level	Liberty		Richmond Hill	Lower East Side Prep
	Chinese	Spanish	Spanish	Chinese
Literacy	30/5 pds.	40/5 pds.	20/5 pds.	5/5 pds
Beginning	20/5 pds.	30/10 pds.	46/5 pds.	40/5 pds
Intermediate	35/5 pds.	20/5 pds.	69/5 pds.	50/5 pds
Advanced	--	--	43/5 pds.	60/5 pds
Ad. Placement	--	--	30/5 pds.	--

Richmond Hill High School provided a language lab. Liberty High School developed a diagnostic taxonomy test including dictation, oral reading, and composition for determining students' level of literacy and problem areas.

The instructional methodology encompassed many strategies but stressed a content-based approach and communicative approaches that included oral discussions, dramatizations, and debates.

An OREA evaluator observed one beginning level Spanish N.L.A. class at Liberty High School. The classroom was spacious, making it easy for the teacher to walk around to every student. The room was decorated with many posters in both Spanish and English. Student compositions written in Spanish were displayed on a bulletin board, as was a poster in English outlining classroom rules.

Classroom methodologies observed by the OREA field consultant were mixed and included a communicative approach as well as cooperative and individual learning.

There were 12 students in attendance. They took out their homework when they sat down, and the teacher walked around checking their work. The teacher then picked a few students to write the homework on the board. All students discussed the correct answers. The mood was very positive and lively. The students were very willing to participate, and the teacher was upbeat and acknowledged all students' comments.

For the second half of the class, the teacher gave out copies of a short story. The students had about 10 minutes to read it, after which they dramatized the story. Each student played a different role, and all read and acted their parts at the front of the room.

The evaluation objectives for N.L.A. were:

- All (100 percent) of the Chinese-speaking participants will demonstrate a significant increase in Chinese language achievement.
- All (100 percent) of the Spanish-speaking participants will demonstrate a significant increase in Spanish language achievement.

Final course grades were used to determine increase in native language achievement. Over 91 percent of the students received passing grades. (See Table 8.) The project director felt that 100 percent was a high number and unrealistic considering the LEP students served.

Project HI-CLASS did not meet its objective for N.L.A., but came very close. Last year the project had been successful in meeting both of its N.L.A. objectives, which had proposed a smaller percentage of students making gains.

TABLE 8

Passing Grades in Native Language Arts, by Language

	Enrollment		Percent Passing	
Language	Fall	Spring	Fall	Spring
Chinese	63	66	98.4	92.4
Spanish	278	278	91.0	95.7

LEP Participants' Academic Achievement

Project students received five periods of instruction a week in each of the content area subjects of mathematics, science, and social studies. Different methodologies were used according to their needs. Most content area classes were taught in the students' native language, although advanced classes used an E.S.L. methodology because the students at those levels were more proficient in English. Richmond Hill High School offered content area instruction with an E.S.L. methodology in global studies, American studies, general science, and three levels of mathematics. Liberty High School offered various bilingual courses—two science and two mathematics courses in Chinese and Spanish. Lower East Side Prep High School offered four levels of mathematics, two social studies, and three science.

An OREA evaluator observed a ninth grade mathematics class at Liberty High School. The class was taught with an E.S.L. methodology and a content-based approach. The classroom was small and crowded, although only 14 students were present.

The beginning of the class was individually paced. The teacher distributed an in-class worksheet of geometry problems in English. The students had about 10 minutes to work out the problems, which they then put on the board. The group then discussed the work. During the second half of the class, the teacher explained geometric formulas and then put examples and problems on the board.

The class was very enthusiastic and cooperative. The students asked questions and volunteered answers. Communication was mostly in Chinese, although the students responded in English when the teacher used English.

The content area objective was:

- All (100 percent) of program students will score at or above the 65 percent passing criterion in the content area subjects; social studies, mathematics, and science.

One hundred percent of the students passed their content area subject at Liberty High School only. (See Table 9 for final grades at all sites.)

The project director reported that the proposed percentage for this objective was unrealistic for the LEP students served.

Project HI-CLASS partially met its objective for the content area subjects of social studies, mathematics, and science as evaluated by final course grades. Last year, the project also partially met this objective.

FORMER PARTICIPANTS' PROGRESS IN ENGLISH LANGUAGE CLASSROOMS

The project mainstreamed 56 (10 percent) of the previous year's participants, 54 of them at Lower East Side Prep and two at Richmond Hill High School. The project did not monitor their progress in 1992-93.

TABLE 9

Content Areas Final Grades, by Site

Site	Course	Fall 1992		Spring 1993	
		Number of students for whom data were reported	Percent Passing	Number of students for whom data were reported	Percent Passing
Liberty High School	Math	150	100.0	161	100.0
	Science	113	100.0	89	100.0
	Social Studies	102	100.0	136	100.0
Lower East Side Prep.	Math	69	68.1	38	73.7
	Science	58	74.1	37	83.8
	Social Studies	76	81.6	63	82.5
Richmond Hill High School	Math	165	60.0	166	63.9
	Science	125	73.6	107	76.6
	Social Studies	176	78.4	183	79.8

- Project students at Liberty High School had the highest pass rate for content area courses.

OVERALL EDUCATIONAL PROGRESS ACHIEVED THROUGH PROJECT

Educational Field Trips

Project HI-CLASS offered participating students several field trips to introduce them to American culture and to promote appreciation for their native culture. The students visited the Museum of the Moving Image, American Museum of Natural History, Museum of Modern Art, Chinese Culture Center, and the United Nations. In addition, the students at Lower East Side Prep took a day trip to Washington D.C., visiting the White House, the National Science Museum, the Capitol, and the Library of Congress.

The project proposed the following objective for educational field trips:

- The program will organize at least two field trips for the program students at the three school sites to historical museums, United Nations, White House, etc., to increase their familiarity with American culture.

Project HI-CLASS met its objective for educational field trips, as it had done last year.

Grade Retention

Eight (1.2 percent) participating students were retained in grade, a sizable decrease from last year's 179 (32 percent) retained students. Project HI-CLASS did not propose an objective for grade retention.

Dropout Prevention

The project staff took many measures to reduce the dropout rate of participating students, including student-parent conferences, a mentoring program,

and after-school tutoring. Extracurricular activities such as sports teams and ethnic clubs were also instrumental in increasing students' sense of belonging.

Project HI-CLASS proposed the following dropout prevention objective:

- As a result of participating in the program, students will have a significantly lower dropout rate than similar non-program students.

The project had a lower dropout rate than the mainstream students at each site. For a list of dropout rates for mainstream and project students for each site, please refer to Table 10.

Project HI-CLASS met its objective for dropout prevention. This objective was partially met last year.

TABLE 10

Project and Mainstream Dropout Rates, by Site

Site	Project Students	Mainstream Students
Liberty	0	1.9
Richmond Hill	0.4	7.1
Lower East Side Prep	0	1.1

Attendance

Project HI-CLASS made great efforts to increase attendance. Parents were contacted by resource teachers whenever students were absent. The project posted names of students with perfect or improved attendance on bulletin boards outside of the project office at each site. Awards and prizes were presented to students with

excellent attendance. Some of the rewards included special school trips and theater tickets. These incentives enhanced students' sense of belonging, which motivated them to maintain a good attendance record.

The project had one attendance objective:

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

The project students' attendance was significantly higher only at Lower East Side Preparatory High School. Please see Table 11 for attendance rates.

Project HI-CLASS partially met its attendance objective. The project partially met the objective last year.

TABLE 11

Project and Mainstream Attendance Rates, by Site

High School	Project Students	Mainstream Students	Difference
Richmond Hill	89.6	86.7	2.9
Lower East Side Prep.	93.2	82.7	10.5*
Liberty	98.4	Not submitted	--

*$p < .05$

Career Development

The project proposed the following objective for career development:

- All graduating students will meet with the bilingual career specialist for advisement at least three times during the school year.

All of the project students had the opportunity to meet with career specialists throughout the year. At Lower East Side Prep High School, each student met five times with the bilingual career specialist. Richmond Hill High School held group workshops with the career advisor as well as individual meetings with students at least three times during the year. At Liberty High School, all project students met with the bilingual career specialist a number of times during the year.

The project met its objective for career development.

Career Conferences

The project proposed the following objective for career conferences:

- The program will organize at least one conference for students in which representatives from business and industry will present information on career options and skill requirements.

Richmond Hill High School offered a college career night, which project students attended. The students also visited the Career and Job Center. Chinese-speaking students from Liberty and Lower East Side Prep High Schools attended the citywide Asian Bilingual Career Day at the Long Island University Brooklyn campus in the spring. Representatives from diverse fields gave presentations. In addition, Lower East Side Preparatory High School held a career conference at the school in October, 1992. Each department had a booth with a specialist standing by to provide information to students.

Liberty High School held a career conference in the spring for Spanish-speaking students. Representatives from the police department and other municipal services made presentations. The resource specialist also helped students find after-school jobs through the city's Training Opportunities Program (TOP).

Project HI-CLASS met its objective for career conferences.

Attitude Toward Heritage

Project HI-CLASS implemented a number of activities designed to improve students' attitude toward their cultural heritage. At Lower East Side Preparatory High School, the project held workshops on cultural heritage and cultural pride, and organized trips to the Chinese Information Center. Project students could also participate in Chinese Cultural Club. Project students at Liberty High School went to the Repertorio Español theater and celebrated the major holidays of project students' native lands. Richmond Hill High School had an international welcoming committee to help new students. The school also held an international festival.

Project HI-CLASS proposed the following objective for students' attitude toward heritage:

- Seventy-five percent of program students will demonstrate an improvement in attitude toward their heritage by showing an increase of at least one scale unit on a 5-point scale.

OREA developed a Likert-type Cultural Heritage Attitude Scale questionnaire in the students' native languages which project personnel distributed. (See Appendix C.) Of these, 269 completed questionnaires were returned to OREA. Ninety-seven percent of the respondents indicated an improvement in attitude toward their heritage

The project met its objective for attitude toward heritage, as it had done in the previous year.

Attitude Toward School

The bilingual services provided by the project improved students' attitude toward school. Some of the more popular services included bilingual guidance, tutoring, and extracurricular activities. Lower East Side Preparatory High School had a Chinese Cultural Club. Liberty High School established a student council for which students held elections and planned a calendar of meetings and other activities. These activities made students feel more positive about school.

The project proposed the following objective for students' attitude toward school:

- Seventy-five percent of program students will demonstrate an improvement in attitude toward school.

OREA developed a 5-point Likert-type questionnaire in the students' native languages. (See Appendix C.) OREA received 269 completed questionnaires. Of these respondents, 95.2 percent showed an improvement in attitude toward school.

Project HI-CLASS met its objective for attitude toward school. In the previous year, the project also met this objective.

Placement in Gifted and Talented Programs

One project student was referred to a program for the gifted and talented in the year under review. Students who were identified as showing outstanding abilities were given the opportunity to take courses in the mainstream. These students were also encouraged to lead peer-tutoring sessions for other project

students. Last year, the project did not report any figures for students identified as being gifted or talented.

Enrollment in Post-Secondary Educational Institutions

None of the graduating seniors who participated in the project indicated that they would be enrolling in post-secondary educational institutions upon graduation. Last year, no graduating seniors were reported to have applied for enrollment in post-secondary institutions.

CASE HISTORIES

Upon entering Lower East Side Preparatory High School, **C.H.** was placed in Project HI-CLASS. Newly arrived from China, he encountered many problems and difficulties because of the language barrier. The project provided him with extensive tutoring and E.S.L. instruction and he rapidly made the transition into a mainstream class and scored 94 percent on the Chinese Regents exam. He hoped to attend college upon his high school graduation.

V.R. entered Richmond Hill High School in 1990 and was placed in Project HI-CLASS one year later. After entering the project, her grades improved tremendously. She was promoted to transitional E.S.L., advanced placement Spanish, advanced chemistry, and humanities. She became a member of Arista and is planning to continue her education.

STAFF DEVELOPMENT OUTCOMES

The project proposed the following objectives for staff development:

- Ninety percent of program staff will enroll in at least one university course each semester.

The project director reported that because the project was in its final year, proposed funding for teachers to attend college/university courses was limited. Two project staff members, however, did take courses, one toward a master's degree and the other for a doctorate. Twenty-five percent of the staff members enrolled in at least one university course during the 1992-93 school year.

The project did not meet its objective for staff enrollment in courses. It was not met last year.

- Eighty percent of program staff will demonstrate an increase in awareness of pupil needs and problems by at least one scale point.

The project made extensive efforts to increase teachers' awareness of pupil needs and problems. All sites held staff meetings regularly. Workshops were offered to project staff on topics such as cultural sensitivity, student background, and family involvement.

OREA developed a 5-point Likert-type questionnaire which was distributed to all project personnel. (See Appendix C.) Twenty-one completed questionnaires were returned to OREA. Of these, 95.2 percent reported an improvement in awareness of pupil needs and problems.

Project HI-CLASS met the objective for staff awareness. This objective was met last year as well.

PARENTAL INVOLVEMENT OUTCOMES

Project HI-CLASS proposed to increase the involvement of parents in the education of their children in a number of ways. The resource specialist at each site made telephone contact with the parents, especially when problems arose with a student. Bilingual newsletters, as well as individual letters, were sent to parents throughout the year. Parent-teacher conferences and Open School Day/Evening meetings were held at times convenient to working parents.

The project also had its own BPAC, made up entirely of project parents which addressed problems unique to immigrant parents and students.

Richmond Hill High School offered evening E.S.L. and General Education Diploma (G.E.D.) preparation courses for parents and older siblings of project students.

The project proposed the following parental involvement objective:

- The proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

One hundred percent of project parents at all three sites participated in Open School Day/Evening. The percentage of mainstream parents who participated at each high school was 85 percent at Richmond Hill High School, 90 percent at Liberty High School, and 70 percent at Lower East Side Preparatory High School.

Project HI-CLASS met the objective for parental involvement. Last year, the parental involvement objective was also met.

CURRICULUM DEVELOPMENT OUTCOMES

Project staff developed, adapted, and/or translated a number of curriculum materials during the year. Spanish-language worksheets were prepared in global studies, computer literacy, and information technology. The Chinese-language curriculum materials developed by project staff included sequential mathematics, United States government, global studies, and economics. Occupationally oriented materials were prepared in both Spanish and Chinese, as were glossaries.

The project did not propose a specific objective for curriculum development.

IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

ACHIEVEMENT OF OBJECTIVES

Project HI-CLASS met its objectives for educational field trips, dropout prevention, career development, career conferences, attitude toward heritage, attitude toward school, staff awareness, and parental involvement. The project partially met the content area and attendance objectives only at Lower East Side Preparatory High School. The project failed to meet its objectives for E.S.L., N.L.A., content areas at both Lower East Side Preparatory and Richmond Hill High School, and staff development and attendance at Richmond Hill High School. OREA could not evaluate the objective for attendance at Liberty High School because the attendance rate for the mainstream population was not available.

The percentage of students passing academic subjects was substantial at all sites and for all courses, but not at the percentage proposed. The project director felt that the E.S.L., N.L.A., and content area objectives proposed for the project's final year were too high and unrealistic for the population served.

Of the 641 participating students in Project HI-CLASS, almost all – 633 – were promoted to the next grade. The services provided to the students benefited them in many areas besides academics: the project was very successful in dropout prevention and improving attitudes towards school and cultural heritage. Parental involvement was also high among the project parents.

Project staff demonstrated an improvement in awareness of pupil problems and needs specific to LEP students. The percentage of participating teachers who

attended college courses was not what was expected, probably due to decreased tuition reimbursement.

MOST AND LEAST EFFECTIVE COMPONENTS

The additional services provided were highly effective components, decreasing the dropout rate and increasing students' awareness of the importance of education. Participating students developed a more positive attitude toward their own heritage and education. The participating staff benefited from the workshops offered by the project, reporting increased awareness of the special needs of LEP students.

The instructional components were not as successful. The E.S.L., N.L.A., and content area objectives were not met. Project staff attributed this to the unrealistically high objectives.

RECOMMENDATIONS TO ENHANCE PROJECT EFFECTIVENESS

Project HI-CLASS was in its last year of funding, therefore, OREA did not make any recommendations.

APPENDIX A

Instructional Materials

E.S.L.

Title	Author	Publisher
Survival English Book 1	B. Paul and L. Mosteller	Prentice Hall, 1985
Cross Roads	I. Franke and C. Meyers	Oxford, 1991
Side by Side 1-4	Bliss and Molinsky	Prentice Hall, 1989
Skill Sharpeners 1-2-3	S. De Filippo	Addison Wesley, 1984
E.S.L. Literacy	Nishio	Longman, 1991
Before Book One	Boyd	Prentice Hall, 1982
New Arrival English	Yedlin and Linse	Heinle & Heinle
Start Right	Brinkman Walker	Prentice Hall, 1991
Beginners English Reader	Dagger	National Text Co., 1992
Picture Dictionary	Wagner Schimper	Oxford, 1981
Picture Stories	Tannenbaum & Ligón	Longman, 1992
Photo Dictionary Beginning	Fuchs	Longman, 1992
In Contact	Raht	Forresman, 1991
English for Changing World	C. Banks & S. Bridges	Scott Tarsman & Comp 1992
Passage to E.S.L. Literacy	*	Delta Systems
Literacy Points	*	Addison-Wesley
Skits in English	M. E. Hines	Prentice Hall, 1980

* Project did not provide information.

Instructional Materials, cont'd

N.L.A.

Title	Author	Publisher
Español para los hispanos	Pauline	National Textbooks, 1990
Noticiario I, II	W.F. Smith	Newbury, 1981
Español en Español	Forbes & Shumway	Holt, Reinhart, & Winston, 1988
Imaginación y Fantasía	Yates & Dalron	Holt, Reinhart, & Winston, 1983
El ojo de Agua	Schrade	National Text Co., 1989
La Momia Desaparece	Rosa	National Text Co., 1989
El Principito	S. Exupry	Passport Books, 1985
Lazarillo de Tormes	R. Arenas	Regents Comp. Inc., 1982
Leyendas de Latinoamérica	Barlow	National Text Co., 1980
Perspectivas	Wegman & Middle	Holt, Reinhart, & Winston, 1983
How to Write Essays (Modern Chinese Lit.)	*	Man & Man Book Co.
Tang Dynasty Party	Writers of Tang Dynasty	World Book Store, 1989
Model Essays for High Schools	J.B. Heaton	World Book Store, 1989
Chinese Language	Overseas Committee	Wah Kong Book Co., 1992
El Coronel no Tiene Quien le Escriba	Gabriel García Márquez	*
Vivencias	*	Holt, Rinehart, & Winston
Leyendas de Español	Stevens & Barlow	National Text Co.,1983

* Project did not provide information.

Instructional Materials, cont'd

Mathematics

Title	Author	Publisher
Essential Mathematics Skills	Gafney	*
Matemáticas de Holt	E. Nichols	Holt, Reinhart, & Winston, 1985
Arithmetic Skills Workshop	Calman Goozner	Amsco, 1988
Fundamentals of Mathematics	C. Cullen	Barron's, 1982
Fundamentos de Matemáticas	C. Cullen	Barron's, 1982
Integrated Mathematics	Dressler & Kennan	Amsco, 1986
Glossary	Teachers, Lower East Side Prep	Lower East Side Prep, 1989
Algebra	A. Baldor	Lectorum Publishing
Exito en las Matemáticas	*	Silver Burdett
Fundamentos	N.Y.C. Board of Education	N.Y.C. Board of Education
Glosario Bilingüe	N.Y.C. Board of Education	N.Y.C. Board of Education
Repaso de Matemáticas	*	Allyn & Baco
Integrated Mathematics	E. Keenan & I. Dressler	Amsco, 1990

Instructional Materials, cont'd

Science

Title	Author	Publisher
Bilingual Chinese Concepts in Modern Biology	Bil. Teachers, Lower East Side Prep	Lower East Side Prep, 1990
Chinese Supplementary Text for Biology (Genetics)	Teachers, Seward Park	Seward Park (Chinese Program), 1990
Anatomía Humana	*	American Map
Biología	*	Silver Burdett
La Materia y La Energía	Charles Merr	*
Content Points B	Johnston & Johnston	Addison-Wesley Pu. Co., 1990

* Project did not provide information.

Instructional Materials, cont'd

Social Studies

Title	Author	Publisher
El Mundo y su Gente	Gary Elbow	Silver Burdett Co., 1985
America Latina y Canadá	Gary Elbow	Silver Burdett Co., 1985
Europa, Asia, Africa, y Australia	Gary Elbow	Silver Burdett Co., 1985
The World and its People	Gary Elbow	Silver Burdett Co., 1985
Global Studies	J. Orborne, S. Kime, Regina	N & NP, 1988
World History	Jack Abramowitz	Globe Book Co., 1985
Africa	Milton Belasco	Globe Book Co., 1981
The Human Expression	Paul Thomas Welty	Scribner Educational Pub., 1985
Bilingual Glossary	N.Y.C. Board of Education	N.Y.C. Board of Education
Reino Medio	Rosenfeld	Barron
Canadá y America Latina	*	Silver Burdett
Europa, Africa, Asia y America	*	Silver Burdett
Foundations in America	Schwack	Globe
World History-A Global Outlook	Abromowitz	Globe
Non-Western World	M. Schwartz & J. O'Connor	Globe, 1985

* Project did not provide information.

APPENDIX B

Class Schedules

10th Grade

Days	Period	Subject
M-F	8:45 - 9:20	U.S. Studies 1
M-F	9:20 - 9:55	N.L.A. Spanish 2
M-F	9:55 - 10:30	E.S.L. 1
M-F	10:30 - 11:05	E.S.L. 1
M-F	11:05 - 11:40	E.S.L. 1
M-F	11:40 - 12:15	Fundamental Math
M-F	12:15 - 12:50	Physical Science 1
L U N C H		
M-F	1:25 - 2:00	Keyboard 1
M-F	2:00 - 2:35	Physical Education

12th Grade

Days	Period	Subject
M-F	8:45 - 9:20	Global Studies 2
M-F	9:20 - 9:55	Word Processing 2
M-F	9:55 - 10:30	Physical Education
M-F	10:30 - 11:05	Office Practice
M-F	11:05 - 11:40	Chemistry 2
L U N C H		
M-F	12:15 - 12:50	Advanced Chinese
M-F	12:50 - 1:25	Algebra 2
M-F	1:25 - 2:00	Advanced E.S.L.
M-F	2:00 - 2:35	Advanced E.S.L.

APPENDIX C

OREA Likert-Type Questionnaires

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790

Office of Research, Evaluation, and Assessment

Evaluating Programs For Our Future Leaders

Bilingual, Multicultural, and Early Childhood

Student Assessment
Spring 1993

Program: **Project HI-CLASS** 3 6 (1 2)

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. How has Project HI-CLASS changed the way you feel about using Spanish in your classes?

I feel worse about it	1	2	3	4	5	I feel better about it	3

2. Project HI-CLASS helped me keep in closer contact with my Latino culture.

Did not help me at all	1	2	3	4	5	Helped me a lot	4

3. By keeping in contact with my Latino culture, I will learn more about myself.

Not true at all	1	2	3	4	5	Very true	5

4. Because of Project HI-CLASS, I am more interested in continuing my education next year.

I am **NOT** more interested	1	2	3	4	5	I am much more interested	6

5. Project HI-CLASS has helped me to do better in school.

Did not help me at all	1	2	3	4	5	Helped me a lot	7

6. Project HI-CLASS has helped me understand the need to prepare for my future at college or in a career.

Did not help me at all	1	2	3	4	5	Helped me a lot	8

Thank you for completing this form.

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NEW YORK PUBLIC SCHOOLS
131 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790

Office of Research, Evaluation, and Assessment

Evaluating Programs For Our Future Leaders

Bilingual, Multicultural, and Early Childhood

Evaluación Estudiantil - Primavera 1993

Programa **Proyecto HI-CLASS** 3 6 (1 2)

Instrucciones: Por favor escriba los números que mejor representan cómo usted se siente en los recuadros a la derecha.

1. Después de participar en el Proyecto HI-CLASS, ¿Cómo se siente usted acerca de utilizar Español en sus clases?

Me siento mucho peor al respecto	1	2	3	4	5	Me siento mucho mejor al respecto	☐ 3

2. El Proyecto HI-CLASS me ha ayudado a mantener contacto con la cultura latina.

No me ha ayudado nada	1	2	3	4	5	Me ha ayudado mucho	☐ 4

3. El mantenerme en contacto con la cultura latina me ayudará a aprender más acerca de mí mismo(a).

No estoy de acuerdo	1	2	3	4	5	Estoy de acuerdo	☐ 5

4. Yo estoy más interesado(a) en continuar mis estudios el año que viene gracias al Proyecto HI-CLASS.

No estoy más interesado(a)	1	2	3	4	5	Estoy mucho más interesado(a)	☐ 6

5. El Proyecto HI-CLASS me ha ayudado a mejorar en la escuela.

No me ha ayudado nada	1	2	3	4	5	Me ha ayudado mucho	☐ 7

6. El Proyecto HI-CLASS me ha ayudado a entender la importancia de asistir a la universidad o a un instituto vocacional para poder tener una carrera y un mejor futuro.

No me ha ayudado nada	1	2	3	4	5	Me ha ayudado mucho	☐ 8

Muchas gracias por completar este cuestionario.

BILINGUAL, MULTICULTURAL, AND EARLY CHILDHOOD EVALUATION
OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790

Office of Research, Evaluation, and Assessment
Evaluating Programs For Our Future Leaders
Bilingual, Multicultural, and Early Childhood

Student Assessment
Spring 1993

Program: Project HI-CLASS

3 6
1 2

请将合乎你情况的数字填入右栏空格中.

1. 本计划如何改变你对课堂上使用中文的态度?
   比过去差 1 2 3 4 5 比过去好 □ 3

2. 本计划对于我接触中国文化.
   毫无帮助 1 2 3 4 5 帮助很大 □ 4

3. 通过接触中国文化,我增进了对自己的了解.
   毫无帮助 1 2 3 4 5 帮助很大 □ 5

4. 因为参加本计划,我对继续下去获学业更有信心.
   毫无帮助 1 2 3 4 5 帮助很大 □ 6

5. 本计划帮助我提高学习成绩.
   毫无帮助 1 2 3 4 5 帮助很大 □ 7

6. 本计划帮助我理解为升学或就业作准备的必要.
   毫无帮助 1 2 3 4 5 帮助很大 □ 8

谢谢合作.

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OFFICE OF RESEARCH, EVALUATION, AND ASSESSMENT
NEW YORK PUBLIC SCHOOLS
110 LIVINGSTON STREET, ROOM 732
BROOKLYN, N.Y. 11201
(718) 935-3790

Staff Awareness
Spring 1993

36
1 2

Program: **Project HI-CLASS**

Directions: Please write the numbers that show how you feel in the boxes on the right.

1. Since participating in Project HI-CLASS, to what degree have you become **more aware** of students' needs?

Not more aware at all	1	2	3	4	5	Much more aware

☐ 3

2. Since participating in Project HI-CLASS, to what degree have you become **more aware** of students' problems?

Not more aware at all	1	2	3	4	5	Much more aware

☐ 4

3. What is your overall assessment of the project?

Poor quality	1	2	3	4	5	Superior quality

☐ 5

4. List what you consider to be the three most significant needs/problems that students have

_____

_____

_____

_____

Thank you very much for your assistance.